

Clifton Hill School

Document	Careers education, information, advice and guidance (CEIAG) policy
Content	Procedures for stable careers programme
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Review period	2 years
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Sign-off by	Governing Body
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Version Number	Date	Comment
3	Spring 2024	Careers referred to as 'Preparation for Adulthood'.
2	Autumn 2022	Links to Curriculum, Transition events and Annual Reviews
1	Autumn 2019	New policy

Setting

Clifton Hill is a Surrey County Council funded community school for students aged 11-19 years who have severe or profound multiple learning difficulties, autistic spectrum disorder, challenging behavior and complex health needs. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Introduction

The Careers Education, Information, Advice and Guidance (CEIAG) provision at Clifton Hill School is designed to meet the needs of all learners and is reviewed regularly to match students' needs and strengths. Careers guidance is differentiated, based on high aspirations, and is personalised to the students' own aspirations, abilities and needs. Our CEIAG provision takes account of the full range of relevant education, training and employment opportunities, such as traineeships and apprenticeships, supported internships or routes into higher education. Clifton Hill School is committed to ensuring that every student is supported to fulfil their potential. This policy aims to set out Clifton Hill's provision for careers education, information, advice and guidance.

Statutory Requirements

The careers provision at Clifton Hill is in line with the DFE 2017 Careers Strategy and takes influence from the eight Gatsby benchmarks of Good Careers Guidance.

Section 42A of the Education Act 1997 states that all schools should provide students with independent careers guidance in Years 8 to 13 and that this guidance should:

- be presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option
- include information on the range of education or training options
- ensure that the person giving the guidance considers what will promote the best interests of the students to whom it is given.

At Clifton Hill we work very closely with our students and their families to ensure that we have a shared vision for life after Clifton Hill. At the students annual review we discuss and plan for transition into adulthood. We ensure that together to promote a 'world that is wide' and that our students future plans and aspiration, appropriate and purposeful.

We recognise that a pathway into further education or careers is not appropriate or a desired outcome for some of our students and in this case, we focus on transition into a social pathway. A pathway into social care focuses on a range of skills such as social skills, communication, independence and resilience. At Clifton Hill, we refer to our careers programme as 'Preparation for Adulthood' as this reflects all the students and the pathways that they choose to take at Clifton Hill.

Section 42B of the Education Act 1997 states that there is an opportunity for a range of education and training providers to access all pupils in Year 8 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. In addition, Clifton Hill School is compliant with the Department for Education (DfE) statutory guidance for schools on providing careers guidance.

Clifton Hill has access to a range of external further educational settings and social care providers. We welcome information regarding transition from our local boroughs. At Clifton Hill we will either hold a transition event or signpost students and their families/carers to a local event where they can gather the relevant information and have access to a range of providers and services.

Gatsby Benchmark

At Clifton Hill School we use the Gatsby Charitable Foundation's Benchmarks to develop and improve our careers provision. We work towards achieving the 8 Gatsby Benchmarks of good career guidance identified in a report published by Lord Sainsbury's Gatsby Charitable Foundation in 2014 and use the Compass Careers Benchmark Tool to evaluate our provision. We continue to develop our practice using the SEND Gatsby Benchmark Toolkit.

Our careers programme outlines how we adopt each of the eight benchmarks across three different department from Key Stage 3 to Key Stage 5. The eight Gatsby benchmarks of Good Career Guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Careers programme and curriculum links at Clifton Hill School.

We intend to raise pupil's aspirations and enable them to make informed decisions about their future studies and career options. We strive to provide a comprehensive and progressive careers programme that enables pupils to successfully transition to the exciting next stage of their journey. The aims and purposes of a stable careers programme are to:

- Provide career related learning opportunities to pupils throughout their school journey.
- Prepare pupils for the transition to life after Clifton Hill.
- Support pupils in making informed decisions which are appropriate for them
- Enable pupils to become responsible and resilient citizens.
- Develop personal characteristics such as social skills, communication, independence and resilience
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible
- Encourage pupils to know and develop their aspirations

At Clifton Hill, our students progress at different levels and rates. We incorporate careers into our PSHE and Citizenship (community) curriculums. Our Advanced learners will have more focus and discreet sessions taught relating to careers and transition into adulthood. Our Banding System ensures that students who will learn through discreet careers sessions do so at the correct level for their starting point and the level of their ability.

Responsibilities

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